

## Theatre Standards

### K – 5<sup>th</sup> grade

These Arizona theatre standards serve as a framework to guide the development of a well-rounded theatre curriculum that is tailored to the needs of students in the diverse schools of Arizona.

### What's new?

#### Here are some things to look for in these standards:

1. Instead of organizing the standards into 3 big categories - Create, Relate, Evaluate, these draft standards have 4 categories - **Creating, Presenting, Responding and Connecting**. Creating and Presenting are similar to the 2006 category of Create; Responding and Connecting are similar to the 2006 categories of Relate and Evaluate.
2. The standards **are organized grade by grade, with 3 levels for High School**, instead of into skill levels. This allows for greater differentiation of instruction and for ease of measuring student progress over time. The document specifies standards to be addressed within the school year or time frame of the class. This document does not dictate the amount of instructional time to be devoted to each standard; rather it is left to the district committee or individual teacher to determine how best to interpret and teach all the standards. It is expected that theatre teachers will combine and interweave standards to create units of study.
3. The three High School levels are roughly: one year of study (Proficient), 2-4 years of study (Accomplished) and honors or college-entry level of study (Advanced).
4. In many performance standards, examples are given in parenthetical "example or e.g." notes. These are in no way prescriptive; they simply provide examples and clarifications.
5. Under the 4 big categories are 11 Anchor Standard Statements, representing the ultimate goals of student study in the arts through the completion of a sequential arts education program. These Anchor Standards are shared across all art forms

<b>Creating</b> - Conceiving and developing new artistic ideas and work.	<b>Performing</b> - Realizing artistic ideas and work through interpretation and presentation	<b>Responding</b> - Understanding and evaluating how the arts convey meaning	<b>Connecting</b> - Relating artistic ideas and work with personal meaning and external context.
Anchor Standard #1. Generate and conceptualize artistic ideas and work.	Anchor Standard #4. Select, analyze and interpret artistic work for presentation.	Anchor Standard #7. Perceive and analyze artistic work.	Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
Anchor Standard #2. Organize and develop artistic ideas and work.	Anchor Standard #5. Develop and refine artistic work for presentation.	Anchor Standard #8. Interpret intent and meaning in artistic work.	Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Anchor Standard #3. Refine and complete artistic work.	Anchor Standard #6. Convey meaning through the presentation of artistic work.	Anchor Standard #9. Apply criteria to evaluate artistic work.	

# Theatre Creating

## Anchor Standard #1 Generate and conceptualize artistic ideas and work

Kindergarten	1st	2nd	3rd	4th	5th
a. With prompting and support, transition between imagination and reality to invent and inhabit an imaginary elsewhere in a guided theatrical place (e.g., process drama, story drama, creative drama).	a. Propose potential character choices in a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. Propose potential new details to plot and story in a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. Create roles, imagined worlds and improvised stories in a theatrical work.	a. Articulate the visual details of imagined worlds and improvised stories that support the given circumstances in a theatrical work.	a. Identify physical qualities that reveal a character's inner traits in the imagined world of a theatrical work.
b. With prompting and support, interact with non-representational materials such as, puppets, and costume pieces for a guided theatrical experience (e.g., process drama, story drama, creative drama).	b. Collaborate with peers about which costumes and props to use in a guided theatrical experience (e.g., process drama, story drama, creative drama).	b. Collaborate with peers to discuss scenery in a guided theatrical experience (e.g., process drama, story drama, creative drama).	b. Visual and devise ideas for costumes, props and sets for the environment and characters in a theatrical work.	b. Invent and design technical elements that support the story and given circumstances in a theatrical work.	b. Propose design ideas that support the story and given circumstances in a theatrical work.
	c. Identify ways in which gestures and movement create or retell a story in guided theatrical experiences (e.g., process drama, story drama, creative drama).	c. Identify ways in which voice and sounds create or retell a story in guided theatrical experiences (e.g., process drama, story drama, creative drama).	c. Collaborate to determine how characters move and speak to support the story and given circumstances in theatrical work.	c. Imagine how a character moves and speaks to support the story and given circumstances in a theatrical work.	c. Depict how a character's inner thoughts impact the story and given circumstances in a theatrical work

Anchor Standard #2 Organize and develop artistic ideas and work					
Kindergarten	1st	2nd	3rd	4th	5th
a. With prompting and support, interact with peers and contribute to a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. Describe and contribute to the development of a sequential plot in a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. Collaborate with peers to devise meaningful dialogue in a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. Participate in methods of investigation to devise original ideas for a theatrical work.	a. Collaborate to devise original ideas for a theatrical work by asking questions about characters and plots.	a. Devise original ideas for a theatrical work that reflect collective inquiry about characters and their given circumstances.
b. With prompting and support, express original ideas in a guided theatrical experience (e.g., creative drama, process drama, story drama).	b. Participate in group decision making to create a theatrical work (e.g., process drama, story drama, creative drama).	b. Contribute ideas and make decisions as a group to advance a story in a guided theatrical experience (e.g., process drama, story drama, creative drama).	b. Compare ideas with peers and make selections that will enhance and deepen group theatrical work.	b. Make and discuss group decisions and identify responsibilities required to present a theatrical work to peers.	b. Participate in defined responsibilities required to present a theatrical work informally to peers.

Anchor Standard # 3 Refine and complete artistic work					
Kindergarten	1st	2nd	3rd	4th	5th
a. With prompting and support, ask and answer questions in a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. Collaborate in the adaptation of the plot in a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. Collaborate in the adaptation of dialogue in a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. Collaborate with peers to revise, refine, and adapt ideas to fit the given guidelines of a theatrical work.	a. Discuss and revise an improvised or scripted theatrical work through repetition and collaborative review.	a. Discuss and revise an improvised or scripted theatrical work through repetition and self-reflection.
b. Using guided dramatic play, include sounds in a theatrical experience.	b. Identify similarities and differences in sounds and movements in a guided theatrical experience (e.g., process drama, story drama, creative drama).	b. Adapt and use sounds and movements in a guided theatrical experience (e.g., process drama, story drama, creative drama).	b. Participate and contribute to physical and vocal exploration in an improvised or scripted theatrical work.	b. Develop physical and vocal exercise techniques for an improvised or scripted theatrical work.	b. Create technical elements that occur in rehearsal for a theatrical work. (e.g. lighting, sound, scenery, props, costumes, makeup, media).
c. Identify single objects used in a guided theatrical experience (e.g., sun/circle, bus/rectangle).	c. Discuss multiple representations of a single object in a guided theatrical experience (e.g., process drama, story drama, creative drama).	c. Suggest multiple representations of a single object in a guided theatrical experience (e.g., process drama, story drama, creative drama).	c. Collaboratively create multiple representations of a single/multiple object(s) in a guided theatrical experience (e.g., process drama, story drama, creative drama).	c. Collaborate on solutions to technical issues that arise in rehearsal for a theatrical work.	c. Identify effective physical and vocal traits of characters in an improvised or scripted theatrical work.

# Theatre Performing

## Anchor Standard #4 Select, Analyze and Interpret artistic work for performance

Kindergarten	1st	2nd	3rd	4th	5th
a. With prompting and support, identify characters and setting in a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. Describe a character's actions and dialogue in a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. Interpret story elements in a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. Explain the elements of dramatic structure in a story to create a theatrical work.	a. Modify the dialogue and action to change the story in a theatrical work.	a. Describe the essential events in a story or script that make up the dramatic structure in a theatrical work.
b. Use body and voice to communicate character traits and emotions in a guided theatrical experience (e.g., process drama, story drama, creative drama).	b. Use movement, facial expressions, gestures, and voice to communicate character traits and emotions in a guided theatrical experience (e.g., process drama, story drama, creative drama).	b. Alter voice and body to expand and articulate nuances of a character in a guided theatrical experience (e.g., process drama, story drama, creative drama).	b. Apply movement and voice in a theatrical work.	b. Discuss physical choices to develop a character in a theatrical work.	b. Experiment with various physical choices to communicate character in a theatrical work.

Anchor Standard #5 Develop and refine artistic techniques and work for presentation					
Kindergarten	1st	2nd	3rd	4th	5th
	a. With prompting and support, demonstrate physical movement in a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for a theatrical work.	a. Demonstrate the relationship between and among body, voice, and mind in a guided theatrical experience (e.g., process drama, story drama, creative drama).	Participate in a variety of acting exercises and techniques.	a. Participate in a variety of acting exercises and techniques.
b. With prompting and support, demonstrate the use of with various technical elements in a guided theatrical experience (e.g., process drama, story drama, creative drama).	b. With prompting and support, identify technical elements that can be used in a guided theatrical experience (e.g., process drama, story drama, creative drama).	b. Identify the basic technical elements that can be used in a theatrical work.	b. Discuss technical elements in a guided theatrical work (e.g. process drama, story drama, creative drama).	b. Propose the use of technical elements in a theatrical work.	b. Articulate how technical elements are integrated into a theatrical work.
Anchor Standards #6 Convey meaning through the presentation of artistic work					
a. With prompting and support, perform in a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. With prompting and support, perform in dramatic play or a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. With prompting and support, use voice and sound in dramatic play or a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. With prompting and support, use voice and sound in dramatic play or a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. With prompting and support, use voice and sound in dramatic play or a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. Use movement and gestures to communicate emotions in a guided theatrical experience (e.g. process drama, story drama, creative drama).

# Theatre Responding

## Anchor Standard #7 Perceive and analyze artistic work

Kindergarten	1st	2nd	3rd	4th	5th
a. With prompting and support, express an emotional response to characters in a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. Recall choices made in a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. Identify when artistic choices are made in a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. Discuss why artistic choices are made in a theatrical work.	a. Identify artistic choices made in a theatrical work through participation and observation.	b. List ways to develop characters using physical characteristics and design choices that reflect cultural perspectives in theatrical work.

## Anchor Standard #8 Interpret intent and meaning in artistic work

a. With prompting and support, identify setting in dramatic play, a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. Describe emotions in a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. Demonstrate personal experiences in a theatrical work (e.g., process drama, story drama, creative drama).	a. Describe personal reactions and emotions to events presented in a guided theatrical experience (e.g. process drama, story drama, creative drama).	a. Compare and contrast multiple personal experiences when participating in or observing a theatrical work.	a. Describe how to make choices based on personal experiences in a theatrical work.
b. With prompting and support, name and describe settings in dramatic a guided theatrical experience (e.g., process drama, story drama, creative drama).	b. With prompting and support, name and describe details in settings in a dramatic play or a guided theatrical experience (e.g., process drama, story drama, or creative drama).	b. With prompting and support, name and describe details in multiple settings in a dramatic play or a guided theatrical experience (e.g., process drama, story drama, or creative drama.)	b. Express multiple ways to develop a character using props or costumes that reflect cultural perspectives in theatrical work.	b. Demonstrate the physical characteristics and environment of characters in a theatrical work.	b. Describe how cultural perspectives influence t heatrical work.
c. With prompting and support, name and describe characters in a guided theatrical experience (e.g., process drama, story drama, creative drama).	c. Use text and draw pictures to describe personal emotions in a guided theatrical experience (e.g., process drama, story drama, creative drama).	c. Use text and draw pictures to describe others' emotions in a guided theatrical experience (e.g., process drama, story drama, creative drama).	c. Describe connections made between personal emotio ns and a character's emotions in theatrical work.	c. Identify and discuss psychological chan ges connected to character's emotions in theatrical work.	c. Discuss and demonstrate the effects of emotions on posture, gesture, breathing, and vocal intonation in a theatrical work.

**Anchor Standard #9 Apply criteria to evaluate artistic work**

<b>Kindergarten</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
a. With prompting and support, actively engage with others in a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. Build on others' ideas in a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. Collaborate on a scene in a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. Explain how to evaluate a theatrical work.	a. With specific criteria, evaluate character in a theatrical work.	a. With specific criteria, evaluate a theatrical work.
b. Use imagination to transform objects	b. Identify props and costumes that might be used in a guided theatrical experience (e.g., process drama, story drama, creative drama).	b. Use a prop or costume in a guided theatrical experience (e.g., process drama, story drama, creative drama) to describe characters, settings, or events.	b. Use props and costumes to enhance a theatrical work.	b. Explain how technical elements may support a theme or idea in a theatrical work.	b. Assess how technical elements represent the theme of a theatrical work.
c. Name and describe experiences and feelings of characters in a guided theatrical experience	c. Compare and contrast the experiences of characters in a guided theatrical experience (e.g., process drama, story drama, creative drama).	c. Describe how characters respond to challenges in a guided theatrical experience (e.g., process drama, story drama, creative drama).	c. Identify a specific audience or purpose in a theatrical work.	c. Explain how a character's choices impact an audience member's perspective in a theatrical work.	c. Recognize how a character's circumstances impact an audience member's perspective in a theatrical work.



## Theatre Connecting

### Anchor Standard #10 Synthesize and relate knowledge and personal experiences to make art

Kindergarten	1st	2nd	3rd	4th	5th
a. With prompting and support, retell a personal experience in a guided theatrical experience (e.g. process drama, creative drama, story drama)	a. With prompting and support identify between characters and oneself in dramatic play or a guided theatrical experience (e.g. process drama, creative drama, story drama)	a. Relate character experiences to personal experiences in a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. Use personal experiences and knowledge to make connections to community and culture in a theatrical work.	a. Explain how a theatrical work connects to oneself to a community or culture.	a. Identify the ways a theatrical work reflects the perspectives of a community or culture.
b. With prompting and support, identify skills and knowledge from personal experiences in a guided theatrical experience (e.g., process drama, story drama, creative drama).	b. Select from different art forms and content areas to apply in a guided theatrical experience (e.g., process drama, story drama, creative drama).	b. Apply skills and knowledge from different art forms and content areas in a guided theatrical experience (e.g., process drama, story drama, creative drama).	b. Identify connections to community, social issues and other content areas in theatrical work.	b. Respond to community and social issues and incorporate other content areas in theatrical work.	b. Investigate historical, global and social issues expressed in theatrical work.

### Anchor Standard #11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

a. With prompting and support, identify stories that are different from one another in a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. Identify similarities and differences in stories from one's own community in a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. Identify similarities and differences in stories from multiple cultures in a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. Explore how stories are adapted from literature to theatrical work.	a. Investigate cross-cultural approaches to storytelling in theatrical work.	a. Analyze commonalities and differences between stories set in different cultures in preparation for a theatrical work.
b. With prompting and support, tell a short story in dramatic in a guided theatrical experience (e.g., process drama, story drama, creative drama).	b. Collaborate on the creation of a short scene based on a fictional literary source in a guided theatrical experience (e.g., process drama, story drama, creative drama).	b. Collaborate on the creation of a short scene based on a non-fiction literary source in a guided theatrical experience (e.g., process drama, story drama, creative drama).	b. Examine how artists have historically presented the same stories using different art forms, genres, or theatrical conventions.	b. Compare the theatrical conventions of a given time period with those of the present.	b. Identify historical sources that explain theatrical terminology and conventions.

## THEATRE GLOSSARY

<b>Acting techniques</b>	Specific skills, pedagogies, theories, or methods of investigation used by an actor to prepare for a theatre performance
<b>Believability</b>	Theatrical choices thought to be “true” based upon an understanding of any given fictional moment, interpretation of text, and/or human interaction
<b>Character traits</b>	Observable embodied actions that illustrate a character’s personality, values, beliefs, and history
<b>Conflict</b>	The problem, confrontation, or struggle in a scene or play; conflict may include a character against him or herself, a character in opposition to another character, a character against nature, a character against society, or a character against the supernatural
<b>Creative drama</b>	A process-centered, non-exhibition approach to drama intended to benefit the performers themselves; story drama and process drama are two types of creative drama
<b>Creative processes</b>	The application of production and technical elements (see the definitions) to a theatrical production
<b>Devised drama</b>	Creation of an original performance piece by an ensemble
<b>Dialogue</b>	A conversation between two or more characters
<b>Dramatic play</b>	Make-believe where children naturally assign and accept roles, then act them out
<b>Focus</b>	Commitment by a participant (an actor, technician, director) to remain in the scope of the project or to stay within the world of the play
<b>Genre</b>	Relating to a specific kind or type of drama and theatre such as a tragedy, drama, melodrama, comedy, or farce
<b>Gesture</b>	An expressive and planned movement of the body or limbs
<b>Given circumstances</b>	The underlying actions and events that have happened before the play, story, or devised piece begins
<b>Guided drama experience</b>	A leader guides participants during a process drama, story drama, or creative drama experience (see the definitions) through side-coaching, narration, and prompting; the action of the drama does not stop in order

	for the leader to support the students; facilitator may guide participants in or out of role
<b>Improvise</b>	The spontaneous, intuitive, and immediate response of movement and speech; a distinction can be made between spontaneous improvisation, which is immediate and not rehearsed, and prepared improvisation, which is shaped and rehearsed
<b>Imaginary place</b>	An imagined location which can be historical, fictional, or realistic
<b>Imagined worlds</b>	An imaginary world created collectively by participants in a drama experience
<b>Inner thoughts</b>	The underlying and implied meaning or intentions in the character's dialogue or actions (also known as subtext)
<b>Motivation</b>	Reasons why a character behaves or reacts in a particular way in a scene or play
<b>Non-representational materials</b>	Objects which can be transformed into specific props through the imagination
<b>Objective play</b>	A goal or particular need or want that a character has within a scene or play
<b>Plot</b>	A narrative as revealed through the action and/or dialogue; traditionally, a plot has the elements of exposition, inciting incident, conflict, rising action, climax, and resolution or falling action
<b>Process drama</b>	An episodic, process-centered, improvised form of drama in which teacher and students are in-role exploring and reflecting on an issue, story, theme, problem, or idea in a non-exhibition format that is intended to benefit the performers themselves
<b>Production elements</b>	Technical elements selected for use in a specific production, including sets, sound, costumes, lights, music, props, and make-up, as well as elements specific to the production such as puppets, masks, special effects, or other story telling devices/concepts
<b>Scripted drama</b>	A piece of writing for the theatre that includes a description of the setting, a list of the characters, the dialogue, and the action of the characters
<b>Script analysis</b>	The study of a script to understand the underlying structure and themes of the play's story, and the motives and objectives of its characters

<b>Staging</b>	Patterns of movement in a scene or play including, for example, stage crosses, entrances, and exits which help to convey meaning
<b>Story drama</b>	Episodic, process-centered, improvised form of drama that uses existing literature as a starting point for drama exploration, the drama explores implied moments (before, after, or within) that may not exist in the story and is presented in a non-exhibition format that is intended to benefit the performers themselves
<b>Story elements</b>	Characters, setting, dialogue, and plot that create a story
<b>Style</b>	The use of a specific set of characteristic or distinctive techniques such as realism, expressionism, epic theatre, documentary theatre, or classical drama; or movement and characteristics belonging to certain historical or cultural contexts such as Restoration Comedy or Kabuki theatre; style may also refer to the unique artistic choices of a particular playwright, director, or actor.
<b>Tactic</b>	The means by which a character seeks to achieve their objective, the selection of tactics are based on the obstacle presented; in acting and directing a tactic refers to a specific action verb
<b>Technical elements</b>	The elements of spectacle such as sets, sound, costume, lights, music, props, and makeup used to create a unified and meaningful design for a theatrical production
<b>Theatrical conventions</b>	Practices and/or devices that the audience and actors accept in the world of the play even when it is not realistic, such as a narrator, flashback, or an aside
<b>Theme</b>	The aspect of the human condition under investigation in the drama; it can be drawn from unifying topics or questions across content areas
<b>Visual composition</b>	The arrangement of actors and scenery on a stage for a theatrical production, sometimes known as <i>mise en scène</i> .